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Resource Guide

English As a Second Language: Developing Non-credit Courses for Adults

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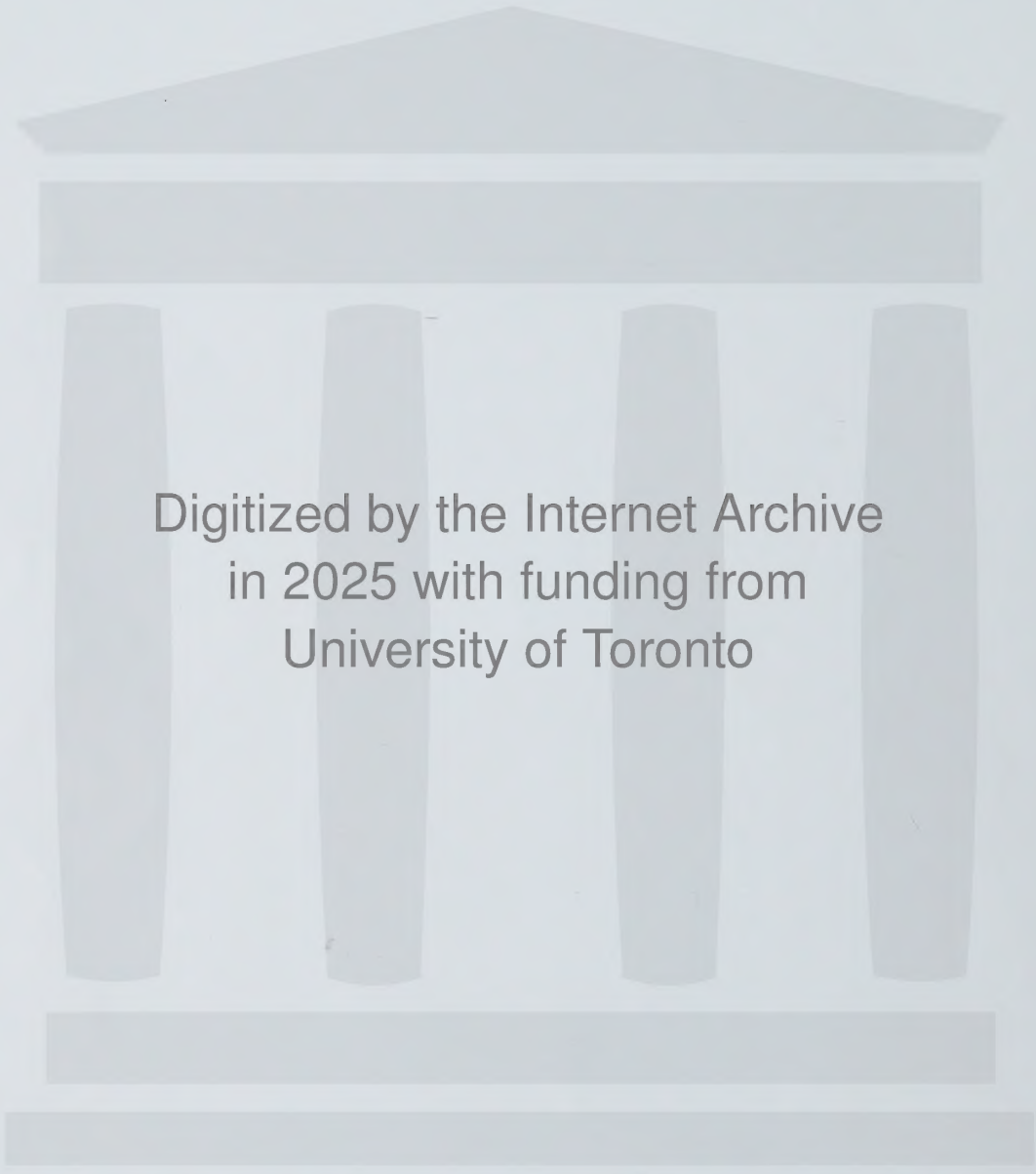
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English As a Second Language: Developing Non-credit Courses for Adults

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Suggested Audiences for This Resource Guide, by Section

Educator	Introduction	Characteristics of the Adult Learner	Approaches to ESL Teaching	Developing a Course of Study	Teaching Strategies	Characteristics of an Effective Program	Modes of Delivery	Resources
Dir. of ed.	x							
Supt. of cont. ed.	x					x	x	
Princ., cont. ed.	x	x				x	x	
Co-ord., ESL program	x	x	x	x	x	x	x	x
Head ESL teacher	x	x	x	x	x	x	x	x
Instructors	x	x	x	x	x	x		x
Volunteers		x			x	x		

Adapted from a suggestion by Julie Ashcroft, Wentworth County Board of Education.

Introduction

Ontario is a multicultural province whose people have come from all over the world. Many of those arriving today have little or no knowledge of English or French and need assistance in acquiring one or both of the official languages. The purpose of this document, accordingly, is to provide school boards with direction and assistance in the development and implementation of English-as-a-second-language (ESL) non-credit courses for adults.

The adult ESL classroom should provide a supportive environment for the community members who are its students. This means that it should encourage interaction that enables participants to understand and appreciate one another's experiences and backgrounds. Indeed, this type of interaction should become a major means of language learning. The adults should be encouraged to share ideas, attitudes, and feelings about topics relevant to their daily lives. Participants can consider how these thoughts and feelings vary from culture to culture and, in so doing, develop appreciation and respect for one another.

The recommendations in this document are consistent with the Province of Ontario's policy on multiculturalism and with the goals of education and commitment to multiculturalism established in *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989.*

Characteristics of the Adult ESL Learner

In developing a program for adult ESL learners, the first step is to be aware of the factors that most commonly influence adult learning in this context: adjustment to a multicultural and multiracial society; physical condition; background experiences; motivation; and learning style and ability. Sensitivity of planners and teachers to all these factors should improve the chances of student success in the program.

In the following subsections, these factors and their programming implications will be discussed.

Adjustment to a Multicultural and Multiracial Society

Immigrants must deal with many changes as they move from their home country to Canada. In the process of acculturation – adapting to the new culture – most immigrants will experience some stress and anxiety. Their initial euphoria and excitement may give way to feelings of disorientation and culture shock as they realize how different the new culture is from their native culture. The adjustment of refugees may be even more difficult because of trauma experienced in their native countries. Both immigrants and refugees may be suffering from loss of extended family and traditional support systems. Instructors should be sensitive to the stress their students may be experiencing and should take whatever steps they can to reduce it. Developing a warm, welcoming atmosphere as well as advising adult learners of agencies that can assist them may alleviate some of the stresses.

Another factor that has implications for program design is that most immigrants come from homogeneous societies. They need to recognize that the society in which they are now living is multicultural and multiracial. They can meet one another's need to become aware of cultural similarities and differences by sharing their cultural traditions. For instance, they can explain and demonstrate patterns of non-verbal communication (e.g., eye contact, hand gestures) and other interpersonal behaviour (e.g., forms of greeting) specific to their respective cultures. Students should be encouraged to share their interpretations of the instructor's body language, so that misunderstandings can be corrected. Differences in belief systems should also be openly discussed.

Physical Condition

Some older immigrants may suffer from physical disabilities associated with advancing years; instructors should be alert to such physical impairments as loss of vision or hearing and low energy level. Where such impairments exist, instructors should adjust their materials and methods accordingly. For example, they should provide large-print editions of written materials if necessary and should rearrange classroom seating so that everyone can participate as fully as possible.

Background Experiences

Adult immigrants will have had many and varied formal and informal educational and life experiences. Some students may not be literate in their native language. Others may have had educational experiences that lead them to view the classroom as teacher centred. Some learners may never have had a female instructor.

As students disclose information about their backgrounds, instructors must be consistently respectful. This response will not only build students' self-esteem, but also increase their comfort with the learner-centred approach. Instructors should, in addition, use what they learn about students' experiences, needs, and preferences to involve students actively in curriculum development.

Motivation

Because language is the key to survival and participation in the new culture, adult learners of a new language are usually highly motivated. Some adults may be motivated by social as well as educational needs. And some, although highly motivated, may have economic and family obligations that cause sporadic attendance or repeated entry and withdrawal.

To meet the needs of adult learners who must repeatedly enter and exit the program, the classroom environment should be welcoming, and a specific objective should be met in each session. Volunteers can be helpful in orienting new students.

A supportive environment within the classroom serves as a basis for trust and respect between the learners and the instructor. Where there is such trust and respect, adult learners will feel comfortable about participating in classroom activities.

Learning Style and Ability

Learning styles, skill levels, and abilities of adult learners will vary. Each ESL adult learner has an individual learning style that has been shaped by physical and environmental factors. Some students prefer a teacher-centred approach, with lectures and

demonstrations. Others prefer the learner-centred approach, which involves learners' working at separate tasks. Some learners prefer to learn by listening, some by doing, and some by observing.

Instructors should deal with these individual differences by, first, identifying each adult learner's skills and abilities. Because each adult learner is unique, many ESL classes will have to be multilevel. If more than one delivery mode is necessary to meet everyone's needs, it may be helpful to group students within the classroom. Materials will need to be creatively adapted to meet the needs of the various levels. Volunteer teaching assistants can be an asset in multilevel classes.

Instructors should be aware of their own learning and teaching styles and not assume that these are shared by everyone. They should observe the learning styles of their students and adjust their methodology accordingly. They should use a variety of techniques (saying, showing, writing, doing) to satisfy all learning styles and should provide a range of activities from which students can choose.

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Approaches to Second-Language Teaching

Historical Review

The teaching of second languages has changed dramatically since the beginning of this century. In the early 1900s, the most common way to learn a new language was by direct translation. This *grammar-translation method* depended almost exclusively on the written word; little actual speaking took place. Structure was all-important.

As travel became easier and the desire to know another language become more widespread, the *direct method* became popular. This approach dealt only with speaking, and all conversations and explanations were in the target language. Thus the emphasis shifted from the written to the spoken word and from the mother tongue to the target language, with no translations to interfere.

The rise of the new science of psychology and the perception of language as a behaviour had implications for language learning. The *audio-lingual approach* concentrated on the target language but in a very controlled way. The use of dialogue and structure drills (mimicry and memorization: mim-mem) ignored reading and writing skills but ensured that large groups of people (e.g., military personnel during the Second World War) would be able to converse at least to a limited extent in a foreign country. Although this method was relatively easy to provide materials for, it tended to be dull and frustrating. It encouraged rote responses rather than analyses of patterns in real communication.

The *cognitive-code approach* borrowed from the audio-lingual approach in teaching basic structures but then encouraged learners to expand on these from their own experiences. It required the active participation of the learners and stressed the similarities between the mother tongue and the target language. It encouraged generation of language in a realistic context.

Dissatisfaction with the restrictive elements of the audio-lingual and cognitive-code approaches led to the development of the *functional-notional approach*. This approach focused more on communicative proficiency than on mastery of the rules of language. It was recognized that the learner needed to use the target language for communicative purposes. These purposes were categorized as either functions or notions. Some functions of language are requesting, complaining, and apologizing. Notions include concepts such as time sequence, quantity, location, and frequency. In order to learn to communicate, the learner needs to practise the target language in the context in which it will be used.

Other developments have included a number of specialized approaches. One, the *silent way*, advocates that instructors supply oral support and instruction if necessary but otherwise remain silent. The onus of learning falls on the learners, who have to work by themselves or with each other – the ultimate in co-operative learning.

Another innovative method has been the *counselling-learning approach*, which is also learner directed. Here the learners are encouraged to speak while the counsellor translates. Obviously the instructor must have knowledge of both the target language and the native language. The *Lozanov method*

encourages learning at both conscious and unconscious levels by placing students in comfortable surroundings and encouraging them to concentrate on basic memorization and application. A variation on this method is the *total physical response* approach, which concentrates on listening for instructions and then following them. This method is said to be good for language retention.

Theorists advocating the *natural approach* believe that adults do not acquire a second language as easily as children do. According to Stephen Krashen, adults develop skills and knowledge both unconsciously and consciously. The unconscious development, known as *acquisition*, occurs when the learner attempts to create his or her own meaningful sentences. The conscious process, known as *learning*, serves merely to monitor or edit these attempts. The main focus of this approach is development of the learner's communicative ability rather than formal instruction.

Each of these approaches shares some features with the current philosophy, the *communicative approach*, which will now be examined in detail.

The Communicative Approach

The communicative approach starts from the theory that language is communication.

> *Communicative Language Teaching is an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.*[1]

The communicative approach not only has linguistic components but also involves sensitivity to the socio-cultural setting in which communication occurs. It is based on an understanding of how meaning is derived from spoken or written discourse within a context. It allows for creativity in language use and for practice of coping strategies.

In communicative-language teaching, the instructor helps students to acquire the necessary linguistic means to perform various functions at home, at school, and in the community. Opportunities to interact encourage the learner to use language meaningfully and authentically. The learner's motivation to communicate and share in the learning process is thought to contribute to language development. A spiralling approach that presents and repeats themes, structures, and functions with increasing complexity encourages this development. Linguistic activities are used when difficulties with specific forms of the language impede communication.

Within this framework the instructor's role is to facilitate the communicative process among learners as well as between learners and materials. This role includes providing linguistic resources and information in areas such as culture, institutions, history, and geography. The instructor is a facilitator, participant, and learner in the communicative process.

1. Jack C. Richards and T.S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 1986), p. 66.

ESL programs reflecting the communicative philosophy should provide the adult learner with opportunities to use language to do the following:

- *establish and maintain social relations*
- *express one's reactions*
- *hide one's intentions*
- *talk one's way out of trouble*
- *seek and give information*
- *learn or teach how to do or make something*
- *converse over the telephone*
- *problem-solve*
- *discuss ideas*
- *play with language*
- *act out social roles*
- *entertain others*
- *display one's achievements*
- *share leisure activities*[2]

The communicative classroom should be a reflection of life in Ontario and thereby help to prepare students to be active participants in that society.

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2. Wilga M. Rivers, "Talking off the Tops of Their Heads", *TESOL Quarterly* 6 (March 1972), p. 71.

Developing a Course of Study

A course of study for adult ESL learners should reflect adult learning principles. Content should be based on the students' life experiences and immediate needs. An ESL course of study should enable learners to meet their personal goals and to be active participants in Canadian society through the use of the English language. ESL instructors must recognize the diversity of the learners' cultural backgrounds and provide the opportunity for learners to become aware of, and sensitive to, differences in customs, cultures, and beliefs.

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There are many steps involved in setting up and modifying a course of study:

1. gathering information about existing courses of study
2. identifying the community members who wish language training
3. assessing the needs of prospective participants
4. establishing aims (what long-term changes are hoped for in learners?)
5. defining objectives (by what specific means will the aims be achieved?)
6. establishing procedures (by what means will the objectives be met?)
7. evaluating learning outcomes
8. monitoring and modifying the course of study

1. Gathering Information

The educator should obtain courses of study from sources within Ontario and throughout Canada. Ministries of education should be able to provide reference documents on curriculum. These are excellent guidelines to consult for information that could apply to a new course of study.

It is also helpful to ask experienced instructors what course content they have found useful and successful. Experienced instructors may also be able to suggest texts that can provide content for a course of study. Finally, personal observation of model courses gives an educator first-hand information about what works in the classroom.

2. Identifying Prospective Participants

A survey of the community will identify possible participants. By identifying the needs within the community, the survey will also suggest the types of courses that should be offered. For example, results may suggest a need for ESL courses focusing on citizenship development, job preparation, or orientation. Within an existing program, the need to add a specific course of study, such as a literacy class, may be revealed in the course of continuing consultation with instructors and students.

3. Assessing the Needs of Prospective Participants

Information should be gathered about the learners' proficiency levels and language needs. If interpreters are available either from the community or from the school board, their assistance will help to ensure an accurate assessment.

Assessing Language Proficiency Levels

The registration interview provides a real situation within which the speaking and listening skills of the learner can be assessed. The interviewer should try to make the learner comfortable by creating a friendly and non-threatening atmosphere and by first asking for personal information. As the interview progresses, questions should gradually become more complex and open-ended, until the limits of the learner's communicative abilities are reached.

Learners who speak no English may provide personal information in their first language, either orally (through an interpreter) or, if they are literate, in writing (for translation).

Other ways of determining the learner's language level include engaging the learner in a conversation, asking the learner to discuss and describe illustrations or photos, and asking the learner to relate an experience. As well, interviewers may ask the learner to complete mathematical activities, starting with simple ones and gradually moving to more complex tasks. Reading and writing proficiency can often be determined from information about the learner's educational background. Interviewers who want to assess these skills more thoroughly may assign reading and writing tasks.

Learners are likely to have some idea of their own level of language proficiency. A checklist of items such as the following may help them to communicate what they know about themselves:

- ___ I can make a doctor's appointment on the telephone.
- ___ I can write a note to my child's teacher.
- ___ I understand the news on the radio.

Decisions about class placement should be based on such considerations as the student's fluency, vocabulary level, knowledge of grammar, facility with pronunciation, and level of comprehension. Selection criteria for each class should be established before students are interviewed. Instructors and learners should be aware that initial placement is tentative, and the program must allow for changes and transfers. If in doubt, it is better to place learners in a lower level.

Determining Language Needs

Students' language needs should be determined at the outset and continually monitored. As needs are met and new ones are identified, the program should be adapted to reflect these changes.

In the beginning, learners may have difficulty in expressing their language needs except in a general way. Various strategies can be used to facilitate learners' contributions to the assessment of their needs.

One strategy, outlined by the British Columbia Ministry of Education[3] and called the *mapping technique*, is especially designed for beginning adult ESL learners. An interviewer who is using this technique begins by drawing his or her apartment or house on a blank sheet of paper and drawing, or "mapping", the places that he or she visited on the previous day. The kind of transportation used is also shown.

When the interviewer's map is completed, the student maps his or her activities in the same way. The student may need to map activities from a previous weekend or week if the range of activities on the previous day is too limited. An example of a student's map is given in figure 1. From the student's map, a *language needs grid* can be compiled, indicating which of the four English skills – speaking, listening, reading, and writing – were used in each place. For example, Angelo may have used speaking to ask a bank teller for a credit-card application and writing to fill out the application. A portion of Angelo's grid is shown in table 1. A full language grid for Angelo's map would include the school, the bank, and the bus. The doctor's visit would not appear on the grid, because the doctor speaks Angelo's first language.

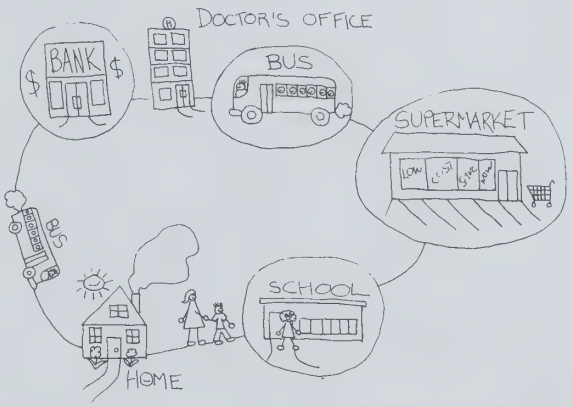

Figure 1 Angelo's map

3. J. House and M. Rabinowitz, *Working Together: A Handbook for Volunteer Tutors* (Victoria: British Columbia Ministry of Education, 1984).

Table 1
Portion of a Language Needs Grid for Angelo

Place Visited	Purpose of Visit	English Skills Used			
		Speaking	Reading	Writing	Listening
Supermarket	To buy bread, fruit, soup	Greeted employees; asked prices	Read labels on cans, prices	Wrote cheque	Listened for prices, location of bread

Adapted with permission from J. House and M. Rabinowitz, *Working Together: A Handbook for Volunteer Tutors* (Victoria: British Columbia Ministry of Education, 1984).

Questionnaires can also be helpful in eliciting information about learners' needs. Interviewers may either administer questionnaires orally or have the learner fill them out. Two questionnaires that may be useful are the Student Profile Form and the Needs Assessment Questionnaire, which appear in Appendices 1 and 2, respectively.

These methods of assessment may reveal various needs that would be impossible to address in one course of study. In such cases the learners should be consulted and the curriculum content negotiated.

Students who must repeatedly enter and exit ESL classes need individualized programs. They can be encouraged to set personal goals and short-term learning targets.

In some situations specific learner needs may best be addressed by other programs, to which the learner should be referred.

4. Establishing Aims

After the learners and their needs have been identified, aims for the course of study can be selected.

The aims establish the framework for the course. They cannot be accomplished in a short time as they are general in scope and represent a significant intended change in the learners. For example, a beginning level course of study may (depending on the learners' needs) have among its aims enabling learners to:

- ask for basic information and respond to simple questions;
- become oriented to school and community;
- build a basic vocabulary;
- function at a basic level of literacy;
- make distinctions among the sounds of the English language;
- feel more self-confident when communicating in English;
- understand simple grammatical structures;
- engage in informal social interaction;
- appreciate the cultural diversity of their community.

The aims for a course of study in English for academic purposes (EAP) might include enabling learners to:

- learn to express themselves accurately, appropriately, and creatively in both written and spoken English;
- evaluate and respond to a variety of literary genres;
- appreciate and enjoy the English language;
- understand and be part of the community;
- master the language skills required for post-secondary educational tasks, such as making oral presentations, writing research papers, and understanding lectures.

5. Defining Objectives

Objectives are the specific means by which the aims will be met. The flow chart in figure 2 illustrates how objectives, aims, and needs are related to each other. For the purposes of illustration, one aim has been developed into objectives. The aims in any course of study, and the objectives derived from them, should be limited by what is practical.

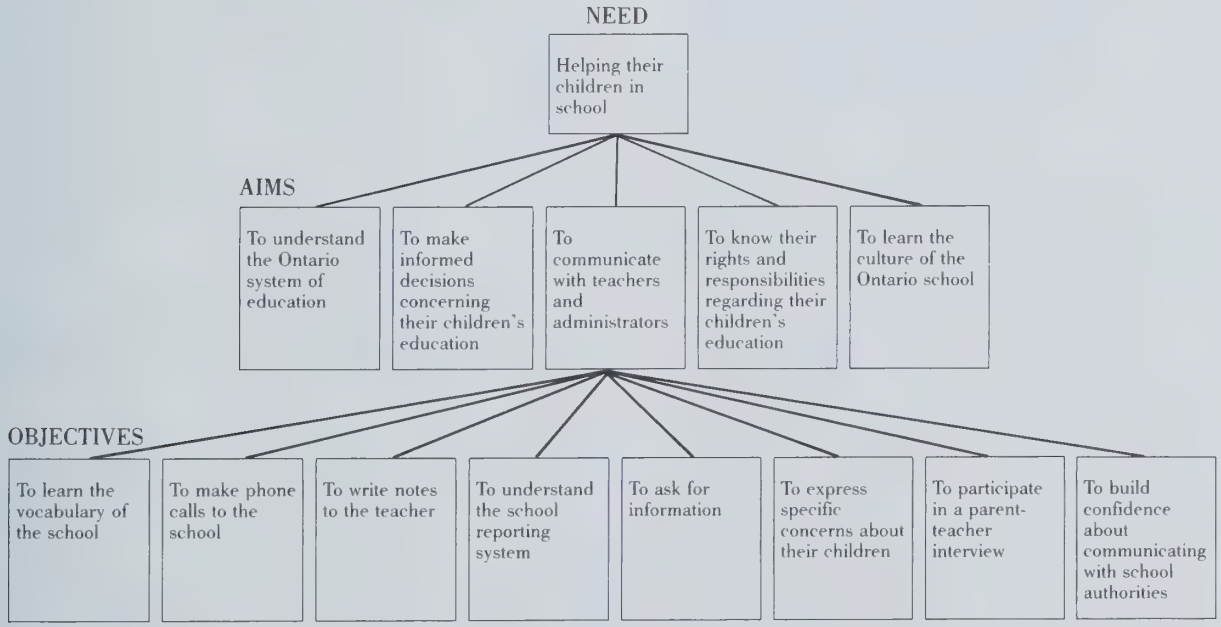
NEED
Helping their children in school
AIMS
To understand the Ontario system of education
To make informed decisions concerning their children's education
To communicate with teachers and administrators
To know their rights and responsibilities regarding their children's education
To learn the culture of the Ontario school
OBJECTIVES
To learn the vocabulary of the school
To make phone calls to the school
To write notes to the teacher
To understand the school reporting system
To ask for information
To express specific concerns about their children
To participate in a parent-teacher interview
To build confidence about communicating with school authorities

Figure 2 Flow chart showing the paths from a particular need to several aims, and from a particular aim to several objectives

6. Establishing Procedures

Procedures are the means by which objectives are met. This document focuses on the procedures of creating information gaps, problem solving, and making inferences. The next section, "Communicative-Language Teaching Procedures and Techniques", defines these three procedures and the techniques and activities they comprise.

7. Evaluating Learning Outcomes

When evaluating learning outcomes, the instructor should assess both the course of study and the learners' performance.

Evaluating the Course of Study
A questionnaire directed to both instructor and learners can be used to gather information on the success of the objectives, the content, language development procedures, techniques, and resources.

A sample course evaluation questionnaire is provided in Appendix 3. If the questionnaire is to be administered to the learners, it may need to be modified to suit their level of language proficiency.

Evaluating Learners' Performance
Evaluation should be both formative and summative. Formative evaluation should take place continually, in the form of careful observations by the instructor. Instructors can note the student's weaknesses and strengths, both in oral communication (with a group and one-on-one) and in writing. Formative evaluation is diagnostic in nature. Learners should be informed about their progress and about areas of language where competence still needs to be developed. This feedback can be given orally or in written narrative form.

In summative evaluation the learner demonstrates or applies the knowledge and skills that he or she has learned by the end of the course or after a fixed period in the course.

Both formative and summative evaluations can be accomplished through individual interviews, both formal and informal. Another technique is to provide a self-evaluation questionnaire to assist learners in assessing their own progress. Conferring with their peers will give them further information on their progress as perceived by others. Learners can also be advised to keep a diary or journal with comments on their progress as they see it.

Certificates of participation may be used as a means of positive reinforcement.

8. Monitoring and Modifying a Course of Study

Monitoring of a course in progress may lead to the discovery that some aspects are unproductive and should be altered immediately. There should always be the flexibility to make such alterations. Suggestions may come from various sources: learners, instructors, and administrators. A process should be set up to ensure that such information is easily obtained and listened to. Results of the final evaluation of a course of study should be used to revise the course before it is offered again.

Communicative-Language Teaching Procedures and Techniques

This section will focus on practical teaching procedures and techniques that are consistent with the communicative approach. It will begin with a description of three kinds of teaching procedures, including observations about their respective benefits and uses. Several useful techniques for language teaching will be presented next. Then the process of developing a theme unit on family life will be demonstrated: some possible teaching objectives will be listed, and two of these objectives and some procedures for accomplishing them will be presented in lesson plans.

Teaching Procedures

> *The starting point (and end point) of every lesson should be an operation of some kind which the student might actually want to perform in the foreign language. In reading, this might be understanding a set of instructions; in writing it might be a letter reserving accommodation at a hotel; in listening it might be a weather forecast on the radio; in speaking it might be asking for directions in a strange city. All these operations can be approached on a variety of different levels of sophistication, and bearing them in mind throughout the teaching/learning process ensures that there is a clear answer to the student who asks, "Why am I learning this? What am I learning to do?". . . Every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning, and that the "something" is communicatively useful.*[4]

Recommended Readings

Anderson, Audrey, and Red Lake, Ontario, Adult English Education Committee. *Developing a Northern Curriculum*. Sudbury: Audrey Anderson, 1986. Available from: Career Preparation for Immigrants, 174 Douglas Street West, Sudbury, Ontario P3E 1G1.

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4. Keith Johnson and Keith Morrow, eds., *Communication in the Classroom* (London: Longman, 1986), pp. 60–61.

The guiding principle of communicative methodology is that learners need a purpose for listening, speaking, reading, and writing. Presenting an activity as "something we are going to do today" is not purposeful enough. The students must have a reason for participating, and all activities must be relevant to the students' lives. The following are three communicative teaching procedures, which can be organized into various activities and to which a variety of relevant materials and subjects can be applied.

Problem Solving

Problem solving is an effective communicative teaching procedure that can be incorporated into various activities. In this procedure, pairs or small groups of students work together to arrive at a solution to a problem. The process requires learners to analyse problems, think of solutions, and explain the solutions. Each student's proposal adds to and influences the other students' ideas until a final solution is reached.

Problem solving can take many forms. The task may involve arranging a list of items in order of priority. An example would be having students organize a sighseeing tour of their town by arranging a list of ten locations in order of importance. Reasons for the order must be explained. Another problem-solving task is to have students reach a consensus. For instance, students can be asked to decide which of four variously qualified candidates should get the job for which they are all applying. Again, reasons must be stated.

Another vehicle for the problem-solving procedure is conflict resolution. Advice columns in newspapers contain many good examples of personal problems for which students can suggest solutions. Each pair or group of students must share its solution with the others.

The Information-Gap Procedure

The information-gap procedure is based on the principle that, as a rule, communication takes place because one person has information that another person wants. In this procedure, one person or group must seek information, and another person or group must provide it. For example, student A might have a sheet that contains information that student B needs, and vice versa. The sheets might list certain supermarkets, with each student having information on some supermarkets' locations, products, specialties, and prices. Before making a decision on where to shop, students A and B would have to get all the facts from each other (i.e., close the information gap).

Instead of another student, a guest speaker or tour guide on a field trip can be the information provider. Similarly, a newspaper, an audiotape, or a videotape can be used as a source of information. Learners can read a newspaper to find times and locations for a movie before they make a date. Songs can be used to transform the information gap into a listening activity if learners are provided with the lyrics, minus verbs or adjectives, or if they listen for the answer to a question. Clearly, there are many activities and subjects to which the information-gap strategy can be applied.

Making Inferences

Making inferences is a third procedure to which various activities can be applied and through which the four language skills can be practised.

To make inferences in a reading activity, learners have to go beyond the literal-comprehension stage. For example, a simple literal-comprehension question might be, "What did the character in the story do?" An inference question might be, "Why did the character act that way?" Inferring is important in reading letters to the editor. Learners can be asked to describe the letter writer's attitude (e.g., serious, sarcastic, humorous) and opinion.

Cloze passages (texts with every *n*th word missing) are another vehicle for using the inferring procedure in reading or writing. Learners must make inferences about both grammatical structure and abstract meaning in order to supply missing words. The inferring procedure can also be used in listening activities. Learners can listen to a taped conversation and infer the speaker's meaning from his or her tone. For example, a friendly patron in a restaurant might say to the waitress, "I think I won't pay today." Taking this literally, the ESL learner might think the patron plans not to pay for his meal. Learners must infer from the bantering tone that the patron is joking.

Another important use of the inferring procedure is in the comprehension of non-verbal behaviour. For example, is the person who is shaking his or her head disagreeing, simply not understanding, or agreeing? Making inferences about gestures can be practised in the course of activities such as role playing and watching videotapes.

Teaching Techniques

There is no single perfect method for teaching ESL; rather, an eclectic approach is recommended. By using a range of techniques, instructors can accommodate the students' various learning styles.

Although the techniques described in this section have been found to be useful, they are not the only ones possible. Instructors are encouraged to use their imaginations to devise stimulating new ways of presenting and practising language in the classroom.

Pair Work

Pair work is an effective means of practising components (functions) of conversation, such as asking for and giving information or directions. Learners feel comfortable working with a peer. Before dividing the class into pairs, the instructor should perform the exercise with one of the learners so that everyone understands what is expected.

How partners are assigned should depend on the activity. For example, two learners with similar aural/oral skills can work together for conversation practice. Alternatively, a strong speaker can be paired with a weak speaker in order for one to help the other. Also possible is pairing a good speaker with a good writer for brainstorming and recording activities. Try to avoid pairing members of the same family or language group, and make sure that learners change partners frequently.

Pair work gives all learners the chance to practise and talk. The instructor, meanwhile, can circulate and listen for errors.

Group Work

Group work can also be an effective teaching technique and follows the principles of co-operative learning. At the TESL Ontario conference in November 1986, Jill Bell proposed a practical way of forming groups in classes with students of varying language abilities. The instructor writes down the students' names (here represented by letters) in rows of equal length, starting with the strongest (A) and finishing with the weakest (P). The chart for a class of sixteen students would look like this:

1	2	3	4	
A	B	C	D	red
E	F	G	H	yellow
I	J	K	L	blue
M	N	O	P	green

The students in each colour-coded row are of similar language ability. Each row can be assigned a different task related to a single theme. The red row's task will be more complicated than the green row's. At the same time, the students in each numbered column have varying language abilities. Such mixtures are useful in group role plays; the stronger students can take more difficult parts and act as support for the weaker students.

When assigning group work, the instructor should make sure that each member's role is very clear. For example, if the group needs a secretary and an oral reporter, these roles should be assigned before the work begins. To make sure that everyone has understood the purpose and the roles of the group, the instructor can have one student repeat the instructions aloud to the class. This "play-back" will indicate whether the instructions were clear.

Interviews

Interviewing allows students to move around the class, talking to each other and obtaining information. A good example of this activity is the "Find Someone Who" exercise, in which students must complete a prepared questionnaire. Students are asked to find (to cite just a few possibilities), someone who speaks German, someone who wears size 10 shoes, someone who has a blue car, and someone who likes octopus. Students must not share their answers. The benefit of this activity is that everyone must circulate, ask and answer many questions, and listen carefully to answers received. The noise level may be high, but this activity provides the instructor with a chance to step into the background and listen to the students' question/answer exchanges.

Games

Games can provide excellent language practice and a refreshing change of pace. Dividing the class into two (or more) teams provokes friendly and enthusiastic competition. In order to be most successful, games must be simply and clearly explained. The instructor should go through an example before starting the actual game. Students should be the referees whenever possible. At the intermediate and advanced levels, the instructor can demonstrate the role of "quiz master" or game leader and then let the students take turns at that role. Students can also act as scorekeepers, allowing the instructor to step aside and let the game be totally student directed.

Tic-tac-toe is a perennial favourite, and it can be adapted for practice of a variety of language structures. The tic-tac-toe grid is most easily presented on an overhead projector. The instructor can make a permanent tic-tac-toe grid on a transparency and fill it in with whatever language item is to be practised. For example, for spelling practice the grid could look like this:

D	B	I
E	K	S
W	O	M

A square of paper would cover each section of the grid. If team X asked to see the top right box, then the first player from team X would have to name the letters of the alphabet that come before and after *I*. Or the player might have to spell a word that begins with *I*. If the answer were correct, the *I* would be crossed out with a large X.

At more advanced levels, the grid can be filled in with names, such as *Maria*, *Jerzey's son*, *Thanh and her husband*. The players from each team can then take turns practising yes/no questions (e.g., "Does Maria drive to school?") or information questions (e.g., "Where do Thanh and her husband go shopping?").

Other popular and adaptable games are bingo, concentration, hangman, sentence auctions, trivia, and board games. Games are very useful because they "trick" learners into using language while they are busy accomplishing another goal.

Songs and Chants

Songs and chants are excellent devices to help students master the rhythm and stress patterns of English. While singing, students reproduce large chunks of language in a natural way, without stopping at the end of each word and line. Using a couple of lines from "O Canada" as examples, we hear students sing: "Our home-an-native land . . . ". This is the accepted pronunciation, as an anglophone would sing it. It is a good idea to have students tap out the rhythm of the song as they sing along.

Before showing the students the words, the instructor should play the song once and ask the students what parts of it they understood. Songs are also good vehicles for cloze exercises. A traditional cloze exercise has every *n*th word removed. With songs, the instructor can remove all the verbs or question words, or whatever it is the students are practising.

Current hits and old favourites are popular with students. Canadian folk songs are very useful for teaching newcomers about Canadian history and folklore.

Role Plays

Role plays are simple, enjoyable, and extremely useful. All language learners should have many opportunities to role play. At first, students may seem reluctant to "take the stage" in class. With some encouragement, however, and, of course, clear and concise instructions, most students will come to find this a helpful and amusing activity.

To be most valuable, role plays should be recorded on audio- or videotape and played back for the students. As they review the conversations, students usually hear mistakes and will call out the corrections. Instant self-correction!

Another effective, albeit time-consuming, use of tape recordings is to type out exact transcripts of the role plays, complete with false starts, repetitions, grammar mistakes, etc. During the next class, the tape recordings are played again, and the students follow along, word by word, on the transcripts. Then the role players make any needed grammatical corrections on their transcripts (leaving in the repetitions, pauses, and other normal lapses in fluency).

Contact Assignments

Contact assignments are an excellent way of having learners use English outside the classroom. As the name implies, the learner comes into contact with someone (an English speaker) in order to complete a given assignment. The language needed for any such task should be practised thoroughly in class so that learners can complete their assignments with confidence and success.

For example, if the students have been learning how to ask permission, they can be sent around the building to ask instructors and other staff for permission to borrow certain items. They can go to the custodial office and to other classrooms to borrow scissors, an extension cord, a stapler, etc. The learners should also return the item and thank the lender.

Learners can also be asked to go outside the school to complete a contact assignment. Learners working on the theme of banking, for instance, can go to their local bank to find out about service charges. If shopping is the topic, learners can travel to various supermarkets in their neighbourhood to check the prices of certain items. Back in the classroom, students can compare prices.

Contact assignments can also involve the telephone. Students can, for example, phone cinemas or theatres for the times of films or performances.

Guest Speakers

Guest speakers are an excellent resource in the classroom. By inviting guest speakers, instructors can offer learners non-threatening contact with community workers in an environment where the students feel secure. If the class is working on a theme unit on family life, for example, a visit can be arranged from a local Family and Children's Services officer.

Speakers should represent a variety of cultural backgrounds and occupations and should be sensitive to learners' backgrounds and experiences. The instructor should advise potential speakers that they are visiting an ESL classroom and should request that they avoid using jargon. Likewise, the students should be prepared for the speaker; they need a reason for listening. Each student should prepare questions for the speaker.

The linguistic benefits of such visits are great. The students have a chance to hear someone other than their instructor speak – a chance to follow a different voice, accent, rhythm, intonation, etc. The speaker can repeat or paraphrase anything that needs clarification.

Field Trips

Field trips provide excellent opportunities for practising language in context and learning about the community. The class can visit

markets, libraries, banks, newspapers, museums, factories, etc. Most of these places offer free tours. (Admission charges are an important consideration; try to avoid trips that require any spending.)

Students and tour guides should be prepared for the field trip. Students should have questions for which they must find answers, and the tour guide should be aware of the purpose of the group's visit. A field trip should be chosen to correspond with a lesson or theme. If the class is working on a unit on Canadian history, they can visit a local museum or heritage house. If the class is working on describing processes, a trip to a local factory might be appropriate.

Back in the classroom, students should complete the activity by comparing their answers. They should write their impressions of the visit and post them in class. They should also write a thank-you note to the tour guide.

Language Experience Approach

The language experience approach (LEA) is a meaningful language-learning technique for beginners. The class chooses a topic, and as they discuss it, the instructor lists key expressions on the board. Students then decide what they want to say on the topic, and they dictate it to the instructor, using the listed vocabulary. The dictation can be done as a whole-class activity or individually. The written essay or story becomes the students' reading material. The instructor can manipulate the story into a cloze exercise, scrambled sentences, or a strip story for reading practice.

Development of a Theme Unit

All language teaching has as its aim the development of the four language skills – listening, speaking, reading, and writing. Although it is possible to practise one or two skills at a time, in various contexts, it is helpful to develop all four skills in the context of one theme. This section will demonstrate how the four skills can be developed in the context of the theme of family life.

Newcomers to Ontario need to be aware of local family traditions, roles, and responsibilities. They also need to be able to talk about their own families and traditions and the changes they have experienced in coming to Ontario. Instructors should be aware, however, that this topic may cause anxiety for some students because of their experiences. Learners' reluctance or refusal to discuss family (or any other topic) should be respected.

Suggested Objectives

Following is a list of possible objectives for a theme unit on family life in a multicultural, multiracial society. Students will be given opportunities to:

- identify family relationships (parents, cousins, etc.);
- describe happy childhood memories;
- talk about family origins and arrival in Ontario;
- discuss family traditions (e.g., how birthdays, weddings, special occasions are marked);
- write and mail a postcard or letter to a family member outside Ontario or overseas;

- describe family problems resulting from resettlement;
- discuss aspects of modern urban life (lack of extended family, problems in disciplining children, changing roles of family members, independence of senior citizens, divorce, family violence, etc.);
- understand legal rights and responsibilities of family members;
- understand and complete Employment and Immigration forms to request that other family members come to Ontario;
- discuss topical issues such as abortion, AIDS, birth control;
- hear guest speakers address topics related to the family.

Suggested Materials

As much as possible, the materials used in class should be authentic. The more often students encounter authentic materials in the classroom, the better prepared they will be to manage on their own in the "real world".

Some materials that might be useful for a unit on family life are:

- a copy of the instructor's or a student's family tree;
- photographs (childhood and current) of the teacher and his or her family and of the students and their families;
- authentic materials related to family traditions (e.g., a marriage certificate);
- postcards of Ontario and air mail stationery;
- *The Ontario Times*;
- printed and audio-visual materials, or a guest speaker, on family problems (from Ministry of Social Services, local multicultural centre, Family and Children's Services, etc.);
- articles from the local newspaper (e.g., advice columns, cartoon strips that feature traditional and modern family roles, opinion polls on topical issues);
- Employment and Immigration forms to request permission for a relative to come to Canada;
- recordings of TVOntario programs and radio talk shows on family issues and current events.

Lesson Plan: Family Members

Aims

The aims of this lesson are:

- to recognize the role of family in a multicultural society;
- to recognize the role of family in various cultures.

Objective

The objective of this lesson is to identify family relationships.

Procedures/Techniques/Activities

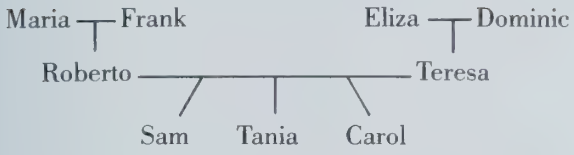
Students will have opportunities to:

- use an authentic family tree (with real names), if possible, and a stylized family tree (showing relationships in typical family);
- learn vocabulary for family members;
- learn sentence structure (verb *be* as auxiliary, possessives, etc.);
- learn from pair work, songs.

Beginning Level

Go over a sample family tree with the learners. Identify the people by roles and names. Have learners do sentence completion in pairs.

Family Tree – Beginning Level

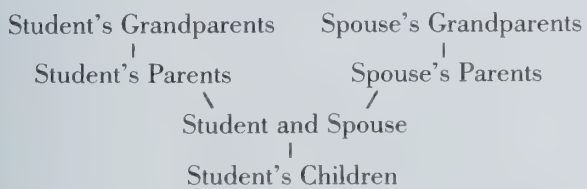


Complete these sentences:

Example: Maria is Roberto's ___mother___.
1. Carol is Teresa's _____.
2. Dominic is _____ grandfather.
3. _____ is Eliza's grandson.
4. Eliza is _____ mother-in-law.

Intermediate Level
Go over a sample family tree with the learners. Then have them complete family trees in pairs. Partner A fills in partner B's family information and vice versa.

Family Tree – Intermediate Level



Both Levels
Practise with song "My Father Has a Sister" from *Tune In to English*, by Uwe Kind.

Lesson Plan: Happy Childhood Memories

Aim
The aim of this lesson is to recognize the role of family life in a multicultural society.

Objective
The objective of this lesson is to express childhood memories.

Procedures/Techniques/Activities
Students will have opportunities to:
- listen to the instructor's story;
- learn relevant vocabulary;
- complete their own paragraphs;
- read aloud;
- ask for information;
- play "Guess Who";
- practise or review past tense and present perfect.

Both Levels
Prepare a simple paragraph on your own childhood memories. In five to ten sentences (depending on level), include such information as your best friend's name, favourite toy or game, and name and impressions of first teacher. Read this to the class two or three times. Answer questions and discuss.

Beginning Level
Prepare a paragraph similar to your own, leaving blanks for students to fill in name of best friend, toy, game, etc. In pairs, students read paragraphs to partners.

Intermediate Level
Let students follow general example of instructor's paragraph but write their own memories, adding other information. In pairs, students read paragraphs to partners.

Follow-up, Both Levels
Students do not read paragraphs in pairs. Instead, they hand them in to instructor. Shuffle paragraphs, read them at random, and have students guess who wrote each one.

Edit all paragraphs. Have students write out neatly, with corrections, and attach childhood photograph if available. Instructor does this too. Post everything in classroom.

Recommended Readings

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Characteristics of an Effective Program

Many factors contribute to program effectiveness. The more of them that are operating, the more likely that the program will be a success.

The following checklist is a kind of summary of these factors – that is, of the conditions that must obtain if a program is truly to serve its purpose. Although satisfaction of all the conditions is probably an unattainable ideal, it is nevertheless useful as a target.

The checklist can be used repeatedly, in a continual process of evaluation and improvement. There are no strict criteria for evaluating the results, but a high, or at least steadily increasing, proportion of *3* and *4* responses will signal a program that is in a good position to do its job.

For each question, choose the number that corresponds to the correct answer:

1. never
2. occasionally
3. frequently
4. always

Community Awareness

_____ Has the community been consulted about its needs?

_____ Are community agencies, educational institutions, and governments at all levels aware and supportive of the program for adult ESL learners?

_____ Is the community aware of immigration and multicultural issues?

_____ Is there effective communication about the adult ESL program within the school board and with the school community and social service agencies?

Administrative Support

_____ Are instructors given the opportunity to attend professional development days? Provincial conferences?

_____ Are funds available for developing materials?

_____ Are instructors given time and financial support to develop courses of study, including materials and lessons?

_____ Does the school board distribute information pertinent to the ESL program (e.g., Ministry of Education documents) to ESL teachers?

Learners' Practical Needs

_____ Is the program accessible by public transportation?

_____ Is there ample parking?

_____ Are clear signs to the ESL classroom posted in the building?

_____ Are the classroom locations easily accessible to older participants?

_____ Are washrooms easily available for participants?

_____ Is the classroom furniture appropriate for adults?

_____ Are counselling services available for learners?

_____ Is child care provided?

_____ Is there a system for obtaining transportation funding for those who need it?

_____ Are standard break times scheduled?

_____ Is there handicapped access?

Intake and Placement Needs

_____ Are resources (e.g., staff and space) available for key intake periods?

_____ Are instructors and support staff trained in registration procedures?

_____ Is there a concise and appropriate registration form?

_____ Does the program provide time for an effective placement interview?

_____ Is there an organized procedure for arranging registration/placement interviews outside the regular registration period?

Program and Classroom Needs

_____ Is there a welcoming atmosphere at the reception centre and in the classroom?

_____ Are volunteers available to support the program?

_____ Are brochures about programs and community agencies available in various languages?

_____ Are all levels of staff informed about the program and receptive to it?

_____ Is there a central bulletin board for displaying required information?

_____ Are translating/interpreting services available?

_____ Does the program provide flexibility of timing to accommodate adult needs?

_____ Does the program have strategies in place to deal with continuous intake?

_____ Does the program conduct a follow-up survey of learners?

_____ Is there a resource centre (stocked with computers, books, magazines, newspapers, audio-visual equipment) available for staff and learners?

_____ Are photocopying services available?
_____ Is there a lounge where learners can relax, get refreshments, and make necessary phone calls?
_____ Is support staff available to take phone calls, receive students, and perform secretarial duties?
_____ Does class size allow for effective learning?

Course of Study

_____ Has the course of study been developed to suit the needs of the adult learners?
_____ Is the course of study evaluated frequently for success in meeting needs and fulfilling objectives?
_____ Is the program learner-centred?
_____ Does the course of study embody consistency of approach, sequencing of content, and spiralling of language skills?

Instructors

_____ Are instructors knowledgeable about the subject matter and about principles of adult learning?
_____ Are instructors willing to adapt to program and learner needs?
_____ Are instructors aware of and sensitive to cultural differences?
_____ Are instructors able to create a comfortable, non-threatening classroom environment for adult learners?
_____ Do instructors give constructive feedback to learners on their progress?

Modes of Delivery

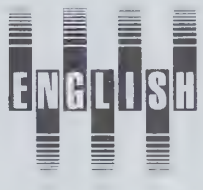
The key to successful ESL programs is flexibility. Not only the types of programs but also the locations and times at which they are offered must be adjusted to suit learners' requirements. Flexibility in such practical matters will greatly enhance learners' satisfaction and desire to attend additional language courses.

The tables in this section set out the various possible location, scheduling, and programming alternatives.

Locations	**Advantages**
elementary/secondary schools, community centres, libraries	– easily accessible (on bus routes) – provide parking and perhaps day-care centres – provide opportunities to mingle with native speakers – may offer other courses of interest to immigrants
churches, apartment buildings	– encourage sharing of neigbourhood concerns
central adult learning centre	– may offer other educational, vocational, technical, or recreational possibilities – permits more flexibility in class groupings (e.g., more opportunity for homogeneous classes)
workplaces	– language training related to jobs can be offered on site

Scheduling	**Advantages**
full-time (intensive) day classes with appropriate breaks	– skill improvement is rapid – available to the unemployed and evening employees
part-time day classes	– available to part-time and evening workers
evening classes	– available to day workers, including persons with family responsibilities during the day
Saturday classes, mornings or afternoons	– entire family can attend same facility together for various programs
summer programs, using any of the above schedules	– space is often more readily available at this time of year

A continuous-intake policy, allowing learners to enter programs as their personal schedules permit, is recommended. Such a policy necessitates opening up additional classes as numbers warrant and after courses are well under way. Negative effects on program quality can be avoided if waiting lists are kept until new classes can be opened.



Type of Program	Features/Functions
general purpose	– offers English language development opportunities for integration purposes – provides practical support for everyday living – offers English as the medium of instruction
bilingual	– offers English language development in a setting where the instructor shares the language and culture of the learners
ESL literacy	– prepares students who have little or no reading and writing skills in their mother tongue to function in a literate society; a bridge to general purpose programs
Newcomer Language Orientation Classes (NLOC)	– offers language classes for parents/grandparents in conjunction with programming for preschoolers
Multicultural Workplace Program (MWP)	– incorporates the language required for optimal performance on the job – includes opportunities to develop language for everyday living – promotes intercultural awareness
English for Academic Purposes (EAP)	– prepares learners to enter and succeed in secondary or postsecondary school
Test of English As a Foreign Language (TOEFL)	– prepares students to write tests required for university entrance or professional certification
citizenship preparation	– supplements the citizenship content offered in general purpose program, assisting learners to become knowledgeable about and to fully participate in Canadian society – outlines the procedures and information required by those who have lived in Canada for three years and wish to become citizens

Type of Program	Features/Functions
job-search skills	– provides language development opportunities and information necessary for understanding the Canadian workplace – may act as bridge to vocational training
institutional (in chronic care units, prisons, hospitals, etc.)	– provides language development opportunities to the hospitalized or incarcerated
seniors'	– encourages language development in areas of special interest to this age group, often in conjunction with other kinds of programming
English for Special Purposes (ESP)	– teaches language needed for specific purposes and also trains in other areas, e.g., secretarial skills, food services, science, childbirth preparation

Clearly, many types of programs are possible. Which ones are offered should depend on the needs of the community. If, for example, a survey reveals that there are many elderly immigrants in the community who could benefit from improving their English, a seniors' ESL program can be offered.

Resources

This section offers, first, some guidelines for choosing ESL texts and, second, a list of selected resources suitable for adult ESL programs.

Criteria for Selecting ESL Texts

The cliché "You can't judge a book by its cover" serves as an apt warning for those choosing ESL texts. Titles and subtitles often capitalize on recent trends in methodology; careful scrutiny is necessary to determine whether or not the book does, in fact, live up to the promise of its cover. There are several questions that should be asked before a text is adopted for a particular program.

Does the subject matter meet the needs of the clients?
There are some books, especially those for beginning students, that employ subject matter that is very remote from the immediate needs of students. For example, one convincingly promoted reading comprehension text for beginners was found to use vocabulary such as *marsh*, *swamp*, *damp*, *fertile*, and *maize*–perhaps not the most useful words for a beginning ESL student in Canada. Texts published in other countries should be examined for relevance to the lives of Ontario residents.

What is the format, organization, and style of the text?
The text should have easy-to-read print, with ample spacing around words and between lines. The text should include a content outline, a list of learning objectives, and a description of the intended target group. Clear and authentic language should be used throughout.

In an attempt to make the text appear attractive, some authors scatter bits of information here and there in squares, triangles, stars, and other shapes. The arrangement is often aesthetically pleasing but confusing to students. Also confusing are substitution exercises in which a student must simultaneously consider three or four positions on the page; students have been observed placing objects such as pencils, erasers, and paper clips on various parts of the page to facilitate completion of a dialogue. In such cases students are solving puzzles rather than focusing on meaning.

How is the text illustrated?
A text that is clearly illustrated with good photographs can be very inviting and motivating. Unfortunately, some texts ignore the students' maturity, using childish cartoons and caricatures. The implication seems to be that because the learners' English is at a beginning level, so is their thinking.

How is the text or series sequenced?
A spiral curriculum seems to be the most effective in many programs. A spiral curriculum is one that presents themes, structures, and functions in a variety of ways, at various levels, a number of times during a program. New and review items are constantly integrated. With careful planning, this type of curriculum can be used to overcome some of the many problems in a multilevel classroom. Within the same class, students at various levels can work simultaneously on the same function because it will be included at different degrees of difficulty in the same series. Following this procedure, the instructor can often use the same supplementary material with all levels.

What aspects of the program are covered in the texts or series, and how well integrated are they?
Instructors shopping for a core text should examine the balance of reading, writing, listening, and speaking activities offered. If these skills are integrated within the same program, they can reinforce one another. Grammar should be offered as a means of conveying meaning, rather than as rules to be learned by rote. Each text should have a variety of types of exercises, all with clear objectives. The exercises should provide the learner with the opportunity to make semantic decisions as well as structural ones. Within each exercise the sentences should be related to the same topic, and the topic should be relevant to the clients' needs. There should be ample opportunity for review. An instructor's manual can provide an overview of each chapter, cultural notes, and scripts to read for listening exercises.

What are the implicit messages coming from the text?
Texts should be examined for ethnocentricity, racial bias, and gender bias.

Language Activity Materials

Listening
Authentic materials. The instructor may tape segments of television interviews, radio programs, or other oral presentations that are of interest to the learners.

Improving Aural Comprehension, by Joan Morley. Ann Arbor: University of Michigan Press, 1972. Some interesting exercises for helping students to listen and retain the material they hear. High basic level and up.

Listening Tasks, by Sandra Schecter. New York: Cambridge University Press, 1984. Intermediate and advanced levels.

Teaching Listening Comprehension, by Penny Ur. New York: Cambridge University Press, 1984. An excellent teacher resource, organized around three topics: (1) everyday listening activities, (2) some common difficulties experienced by second-language learners, and (3) strategies for overcoming these problems.

Speaking (Conversation)

Back and Forth: Pair Activities for Language Development, by Adrian Palmer. Hayward, Calif.: Alemany, 1985. Includes thirty-two exercises for conversation, listening, speaking, and pronunciation. The student works with a partner; both have incomplete information. By questioning, each can find the answers. Tasks include interpreting pictures and constructing dialogue. Very popular with students. Intermediate and advanced levels.

Decision, Books 1 and 2, by Barbara Bowers and John Godfrey. Toronto: Dominie, 1983. Can be used to stimulate both discussions and writing. Instructor's manual available. Intermediate and advanced levels.

Functioning in English, by David Mendelsohn. Toronto: Dominie, 1984. A Canadian text that provides practical ways of practising functions. Good illustrations. Instructor's manual available. Intermediate and advanced levels.

React–Interact, by Donald Byrd and Iris Clemente Cabetas. New York: Regents, 1980. Twenty-two situations to stimulate real communication and to expand vocabulary and grammar. Each lesson is designed to develop oral and writing skills.

Take Part: Speaking Canadian English, by Lucia Engkent and Karen Bardy. Englewood Cliffs, N.J.: Prentice-Hall, 1986. Conversation book packed with material and ideas. Explores and explains colloquialisms of Canadian English in the context of everyday situations. Each chapter includes dialogues, language notes, culture notes, exercises, activities, and assignments to reinforce students' understanding. Excellent teacher resource. Instructor's manual and cassette tapes available. Intermediate level.

Reading

Authentic materials. Bank forms, employment applications, school newsletters, and other relevant reading materials can be brought to the classroom by the instructor and students. Newspaper articles, editorials, and want ads can all be useful. Materials should reflect the interests of the students.

CanRead: Reading Skill in ESL, by Patricia Raymond. Englewood Cliffs, N.J.: Prentice-Hall, 1987. Encourages students to improve reading skills in English. All stories reflect Canadian history and the colourful and courageous individuals who shaped this country. Basic (only the first few stories), intermediate, and advanced levels.

Coast to Coast Reader, by Joan Acosta. Vancouver: Douglas & McIntyre, 1987. A collection of articles, for ESL students, about people, places, and everyday life in Canada. Beginning to low-intermediate level.

A Handbook for ESL Literacy, by Jill Bell and Barbara Burnaby. Toronto: OISE Press, 1984. Illustrates the connections between practical approaches to reading and writing instruction and ESL instruction for adults.

Ontario Times, edited by Guenther Zuern. Toronto: Ministry of Citizenship. An English-language newspaper published once a month during the school year. To subscribe, call Information and Publications, Citizenship Development Branch, Ontario Ministry of Citizenship.

Read Canada! Intermediate, by Michael Sutton and Chris Jones. Ottawa: Canadian Government Publishing Centre, 1984. Emphasizing Canadian subject matter, covers a broad range of topics, including basic geography, general history, Canadian inventions, industry, and agriculture. Includes stories about ordinary Canadian citizens who have done extraordinary things. Takes a skills approach to reading, avoiding the inefficient word-for-word method in favour of skimming and scanning. *Intermediate Plus* edition has the same format but higher vocabulary and reading levels. Intermediate and advanced levels.

Writing

From Process to Product, by Natalie Lefkowitz. Englewood Cliffs, N.J.: Prentice-Hall, 1986. Excellent book encourages students to experience the process of writing while focusing on personal experience. Intermediate and advanced levels.

Ready to Write, by Karen Blanchard and Christine Root. New York: Longman, 1985. Attends to a number of writing skills, such as organizing ideas, giving information, expressing an opinion, and summarizing. Low-intermediate level.

Real Life Writing, by Beatrice Jackson Levan. Toronto: Scholastic, 1980. Provides learners with opportunities to develop competence in generating a highly specific real-life product, such as a résumé or a business letter.

Techniques in Teaching Writing, by Ann Raimes. Oxford: Oxford University Press, 1983. A useful resource book of writing skills for ESL instructors. Provides a review of techniques and practical examples.

Writing Workshop, by Joyce Pagurek. Rowley, Mass.: Newbury House, 1984. Encourages students to learn to write coherently – that is, to establish relationships between statements and paragraphs through the use of connectives (e.g., "therefore", "in addition") and other devices.

Pronunciation

Clear Speech, by Judy B. Gilbert. New York: Cambridge University Press, 1984. An excellent book on pronunciation and listening comprehension. Provides assistance not only to the beginner but also to the advanced student, who may still have problems with auditory comprehension. Beginning, intermediate, and advanced levels.

Improving Spoken English, by Joan Morley. Ann Arbor: University of Michigan Press, 1979. A pronunciation program for ESL students. Comprehensive text covers stress, rhythm, and intonation in Unit 1, vowels and diphthongs in Unit 2. Three supplemental sections for intensive practice. Uses vowel charts and mouth diagrams to make sure that students not only pronounce correctly but also know how they do it.

TESL Talk. Vol. 17: *The Teaching of Pronunciation*, edited by Peter Avery and Susan Ehrlich. Toronto: Queen's Printer, 1987. One of the best recent books on pronunciation. The first part describes the complex sound system of English and explains how spelling and pronunciation are connected. The second part reviews the pronunciation problems specific to learners from each of the major language groups represented in ESL programs. The third part contains articles by various educators describing innovative methods; there is more to teaching pronunciation than "Repeat after me".

Drama/Role Play

Developing Communicative Competence: Role-plays in English As a Second Language, by Christina Bratt Paulston et al. Pittsburgh: University of Pittsburgh, 1975. A book designed for university ESL students, but adaptable. Gives a situation, role assignments, useful expressions, and any other required information, and then leaves the students to develop roles.

Drama Technique in Language Learning, by Alan Maly and Alan Duff. Cambridge: Cambridge University Press, 1978. Contains many excellent ideas, largely based on classroom experience. Differs from *Discussions That Work*, by Penny Ur, in that the discussion is stimulated by a developing dramatic situation rather than by a preset task.

Games

Games for Language Learning, by Andrew Wright, Michael Buckby, and Michael Betteridge. New York: Cambridge University Press, 1979. Scores of language games for learners of all ages and levels.

Games Language People Play, by Jerry Steinberg. Toronto: Dominie, 1983. A very practical handbook, full of clearly described "talking" games.

Intercultural Awareness

The Culture Puzzle, by Deena R. Levine, Jim Baxter, and Piper McNulty. Englewood Cliffs, N.J.: Prentice-Hall, 1987. Brings language learning and culture learning together through examples of miscommunication. Intermediate level.

Face to Face, by Virginia Voget Zanger. Cambridge: Newbury House, 1985. Interesting activities give students opportunities to discuss cultural assumptions and values. Intermediate and advanced levels.

Language and Culture in Conflict, by Nina Wallestein. Toronto: Addison-Wesley, 1983. Applies a problem-posing approach to adult ESL teaching and shows how to consider the learners' communities and cultures in creating a curriculum.

Visual Aids

Basic Vocabulary Builder, by Dorothy Gabel Liebowitz. Toronto: Copp Clark, 1975. Thirty-two duplicating masters, each with sixteen illustrations of basic vocabulary words, grouped by subject. Can be used repeatedly for games and activities designed to reinforce vocabulary and build basic second-language skills.

Double Action Picture Cards, by Jane Yeldin. Menlo Park, Calif.: Addison-Wesley, 1981. Action picture cards indexed according to functions and notions and with a structural chart showing the grammatical areas covered. Basic, intermediate, and advanced levels.

Films. Short films are available from the National Film Board or local libraries.

Filmstrips. May be borrowed from the local library.

Images: English for Beginners, Books 1 and 2, by Guenther Zuern. Menlo Park, Calif.: Addison-Wesley, 1985. A course presenting real situations through photo stories. The photos clearly establish the context and clarify the meaning of the accompanying dialogues or narratives. Basic level.

TVOntario. Can provide programs, catalogues of programs, and workshops on using television programs effectively in the classroom.

Visual Aids for Classroom Interaction, by Susan Holden. Grimsby, South Humberside, England: Modern English, 1978. Imaginative but practical ideas, from a number of experienced teachers, for using visual aids to get students talking. Although most activities are short and simple, some demand a fair amount of preparation.

Program Texts

Alternatives, by Antoinette Gagne. Montreal: Marcel Didier, 1987. A new three-level series intended for use in both senior high school and adult education programs. Each level consists of nine modules on world travel. Each module contains numerous oral and written texts as well as task-centred communication activities designed to enhance speaking, listening, reading, and writing skills. In addition, there are vocabulary-expansion activities, grammar games, culture capsules, language-learning tips, and evaluation activities thematically linked to each module. Full of stimulating Canadian content. Low- to high-intermediate level.

Expressway: English for Communication, by Steven J. Molinsky and Bill Bliss. Englewood Cliffs, N.J.: Prentice-Hall, 1988. A functional program for adult and young adult learners. Provides an introduction to basic English grammar, vocabulary, and usage suitable for everyday situations. Each lesson has a model conversation, which students use to create new conversations by replacing the contexts, content, or characters. Students then present their conversations to the class. Beginning, intermediate, and advanced levels.

A New Start–Canada: A Functional Course in Basic Spoken English and Survival Literacy, by Mary Selman and Linda Mrowicki. Toronto: Dominie, 1984. This course aims to develop speaking, listening-comprehension, and literacy skills so that students can communicate confidently in real life. Student book includes some reading and writing activities for reinforcement of oral practice. Literacy workbooks for non-literate students focus on development of preliteracy and beginning literacy skills, e.g., word recognition and some sound-symbol correspondence. Beginning level; can be used by those with no first- or second-language literacy skills.

Spectrum: A Communicative Course in English, Books 1–4, by D. Warshawsky et al. New York: Regents, 1985. A lively textbook series stressing communication and listening activities. Unless the series is used as a teacher's reference only, the accompanying tapes are essential. Content is extremely practical.

Welcome to Canadian English: A Basic Handbook for Students Living in Ontario, Parts 1 and 2, by Lillian Butovsky and Esther Podoliak. Toronto: Citizenship Development Branch, Ministry of Citizenship and Culture, 1985. A course designed for adult immigrants to Ontario. Can be used with mixed literacy levels. Aims to provide language for everyday situations in a relaxed, non-stressful manner. Literate students can work independently at their own pace, at home or in the classroom. Includes orientation information. A teacher's guide is available. Beginning level.

Professional Development Texts

Beyond Methodology: Second Language Teaching and the Community, by Mary Ashworth. Cambridge: Cambridge University Press, 1985. Places English teaching in a broad context that includes local, national, and international relationships.

Cambridge Handbooks for Language Teachers, edited by Michael Swan and Roger Bowers. Cambridge: Cambridge University Press, 1981. A series of practical guides for teachers of English and other languages. Illustrative examples are usually drawn from the field of English as a foreign or second language, but the ideas and techniques described can be used in the teaching of any language.

Communicative Competence: Theory and Classroom Practice, by Sandra J. Savignon. Menlo Park, Calif.: Addison-Wesley, 1983. A sensible analysis of current issues in communicative-language teaching. Contains many examples of curricula, testing, materials, and techniques related to communicative goals. An excellent reference and source of ideas for classroom activities.

Communicative Language Teaching: Principles and Practice, by Janice Yalden. Toronto: OISE Press, 1981. Handbook intended as a general introduction to communicative-language teaching. Suitable for teachers and other educators.

Longman Handbooks for Language Teachers, edited by Donn Byrne. London: Longman, 1988. Series for the practising teacher and the teacher in training. Deals with teaching techniques and provides practical guidance and assistance in the classroom.

New Directions in Language Teaching, edited by Howard B. Altman and Peter Strevens. Cambridge: Cambridge University Press, 1981. A series for language teachers who wish to be informed about the key issues in language teaching. Discusses the theoretical issues involved and relates these issues to classroom practice.

Teaching English As a Second Language to Adults–A Methodology, edited by Nick Elson. Special issue of *TESL Talk*. Toronto: Ministry of Citizenship and Culture, 1983. Handbook covering major aspects of language teaching, including the development of listening, pronunciation, reading, writing, and vocabulary skills; classroom aids; lesson planning; and assessment.

Teaching English As a Second or Foreign Language, edited by Marianne Celce-Murcia and Lois McIntosh. Rowley, Mass.: Newbury House, 1979. Designed primarily as a text for an ESL methods course. Contains thirty papers by teachers and researchers on teaching methods, students, resources, and teacher performance and growth. A useful resource.

Teaching Multilevel Classes in ESL, by Jill Sinclair Bell. Toronto: Dominie, 1988. Includes suggestions for activities and exercises that can be used in a multilevel class. Shows how these activities can be adapted to suit a range of interests and abilities.

Community Resources

The specifics of this list will vary from community to community. Offered here is a list of resources that are available in most communities. These community resources can be used as sources of authentic material and guest speakers, and as field trip destinations.

Banks. Most will willingly provide class sets of transaction and business forms as well as information pamphlets.

Better Business Bureau. This organization collects information to protect the consumer. Free seminars, brochures, and speakers are available.

Canada Employment Centres. Can provide students with information regarding employment opportunities and newcomer services. Students can be shown how to use the employment opportunity bulletin board.

Canada Post, Educational Services Section, Public Affairs Branch. Can provide tours of postal stations, speakers, brochures, films, and slide presentations.

City hall. Free tours are usually available. Classes can plan to visit when the council is sitting.

Ethnic organizations. Often provide support, legal advice, document translation, and referral services.

Fire hall. Will sometimes arrange tours and talks on fire prevention.

Health and Welfare Canada. Provides free publications on topics such as nutrition, drugs and alcohol, stress, and smoking.

Hospital and medical clinics. May permit visits so that students can determine the services provided and the ways to obtain those services in both emergencies and non-emergencies.

Manufacturers, factories. May offer free guided tours.

Museums. Most offer guided tours and group rates. Phone in advance for group rates and for information that can be used in preparation for the visit.

National Film Board. Instructors may request a catalogue of films that can be borrowed. Many of the films deal with Canadian themes, are short, and are suitable even for beginners because dialogue is minimal.

Newspapers. Some will arrange tours of the various departments and the printing press.

Ontario Hydro. A number of films and videotapes are available from:

Audio Visual Library
700 University Avenue
Toronto, Ontario
(416) 592-3365

Guest speakers are also available.

Police station. A visit to a police station can be arranged, to familiarize learners with the routine and emergency services provided by the police department, e.g., collection of lost articles and crime prevention. The police department can often provide staff to speak to groups about crime prevention and protection.

Public libraries. Most will arrange free tours and an opportunity for students to obtain membership.

Supermarket. A visit may be appropriate after the class has examined newspaper ads and promotional flyers.

Teachers' Resource Book – A Guide to Field Trips and Activities From Kindergarten–Grade 13, by the Board of Education for the City of York and the Learning Enrichment Foundation. An excellent resource for teachers in the Toronto area. Includes names, addresses, phone numbers, and descriptions of destinations. May be useful as a model for teachers in other communities who wish to compile such a book.

Television and radio stations. May offer free guided tours.

Professional Organizations

TESL Association of Ontario
27 Carleton Street, Suite 404
Toronto, Ontario
M5B 1L1
(416) 593-4243

An association for all those actively involved or interested in teaching ESL. Membership benefits include:

- a subscription to the TESL Association newsletter, *Contact*, which is published three times a year;
- membership in a local TESL affiliate;
- a subscription to *TESL Canada Journal*;
- reduced rates for the annual TESL conference;
- information on local and international job opportunities for ESL instructors.

TESL Canada
Faculty of Education
McGill University
3700 McTavish
Montreal, Quebec
M3A 1Y2
(514) 392-8823

A federation for those concerned with the teaching of ESL in Canada. Its objectives are to:

- promote communication among the various jurisdictions;
- support policies related to TESL;
- co-ordinate the dissemination of information in fields related to TESL;
- represent its members at the international level.

TESOL
118 22nd Street N.W.
Suite 205
Washington, D.C. 20037
U.S.A.
(202) 625-4596

An international organization representing the interests of ESL teachers.

Professional Journals and Newsletters

Contact. Newsletter of the TESL Association of Ontario. (See "Professional Organizations" section, above, for address and phone number.)

Lifelong Learning in Ontario. The news magazine of the Ontario Association for Continuing Education. Order from:

175 St. Clair Avenue West
Suite 24
Toronto, Ontario
M4U 1P7

TESL Canada Journal. Includes full-length articles, practical features on classroom practice, viewpoints and opinions, and book reviews. Order from TESL Canada (see "Professional Organizations" section for address and phone number).

TESL Talk. A professional journal for teachers. Includes articles on ESL methods and techniques, cultural backgrounds of new Canadian students, conference calendar, etc. Submissions are welcome. Available from:

Citizenship Development Branch
Ministry of Citizenship
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9
(416) 965-4331

TESOL Quarterly. Subscriptions are available to TESOL members only (address and phone number are given in the "Professional Organizations" section, above).

Government Materials

Municipal Government
Ontario Ministry of Municipal Affairs
77 Bay Street, 11th Floor
Toronto, Ontario
M5G 2E5
(416) 585-7201

Distributes *Welcome to Local Government in Ontario*, about the services local government provides, how residents can obtain them, and how individuals can influence decisions that affect their communities.

Provincial Government
Ministry of Citizenship
Citizenship Development Branch
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9
(416) 965-9919

Offers the booklet *Materials and Services*, which lists materials produced and distributed by the ministry to help newcomers acquire language skills and information.

In 1988 the Ministry of Citizenship financially assisted the Toronto Board of Education in the production of four citizenship-related booklets: "Applying for Citizenship", "Geography", "Government", and "Becoming a Citizen". A teacher's guide, *Towards Participation: A Sample Citizenship Lesson Plan*, has also been produced to assist the citizenship instructor.

Also visit or telephone:
Ministry of Citizenship Resource Centre
77 Bloor Street West, 9th Floor
Toronto, Ontario
M7A 2R9
Monday to Friday, 10:00 a.m.–4:00 p.m.
(416) 965-6763

Ministry of Education
Curriculum Policy Development Branch
Mowat Block
900 Bay Street, 16th Floor
Toronto, Ontario
M7A 1L2

Distributes the curriculum guideline *English As a Second Language and English Skills Development, Intermediate and Senior Divisions, 1988.*

Ministry of Transportation
1st Floor, West Tower
1201 Wilson Avenue
Toronto, Ontario
M3M 1J8

Provides, free of charge, the *Ontario Driver's Manual Adapted for Adult New Readers.*

Federal Government
Canadian Government Publishing Centre
Supply and Services Canada
Ottawa, Ontario
K1A 0S9

Instructors may request *English As a Second Language Catalogue* for a list of ESL materials for use with adult learners.

Department of the Secretary of State
Citizen Registration and Promotion Branch
Communications Directorate
Ottawa, Ontario
K1A 0M5

Produces materials that explain how to become a Canadian citizen. Materials include pamphlets, slides, audiotapes, and posters, some in a variety of languages. Materials are available free of charge from the nearest citizenship court or from the address above.

Appendices

Instructors should adapt the sample questionnaires that follow to their specific programs. If the information gathered by any of these forms is to be used for any purpose other than the design of a specific course, learners must be informed of the purpose, and their permission and signatures obtained. Respondents have the right to decline to fill out questionnaires that request personal information.

Appendix 1
Student Profile Form

Personal Information

Name _____ Date _____

Address _____ Postal code _____

Telephone _____ Male _____ Female _____

Age: Under 20 ____ 21-30 ____ 31-40 ____ 41-50 ____ 51-60 ____ 60 + ____

Country of birth _____ Language(s) spoken _____

Date of arrival in Canada _____

Other family members in Ontario _____

Educational Background

Years of education (elementary and secondary) _____

Other education/training _____

Have you studied English before? _____

Where? _____

For how long? _____

If you plan to continue your education, what do you plan to study?

_____

_____

Employment History

Occupation in Canada _____

Occupation in native country _____

If you are looking for employment, what kind of job would you like?

_____

_____

Appendix 2
Needs Assessment Questionnaire

Indicate how important each of the following skills is to you at this time, by putting a check mark under one of the three headings.

	Very Important	Somewhat Important	Not Important
Speaking	_____	_____	_____
Listening comprehension	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____
Grammatical accuracy	_____	_____	_____
Vocabulary enlargement	_____	_____	_____
Pronunciation	_____	_____	_____
Cultural awareness	_____	_____	_____
Other	_____	_____	_____

Check the three speaking activities that you would most like to do in class:

_____ oral presentations
_____ interviews
_____ debates
_____ telephoning
_____ informal conversations
_____ role plays
_____ field trips
_____ other (specify) _____

Check the three sources of reading material that you would most like to use:

_____ newspapers
_____ magazines
_____ novels
_____ poetry
_____ non-fiction texts
_____ government pamphlets
_____ school information
_____ other (specify) _____

Check the three kinds of writing activities that you would most like to do:

_____ personal letters
_____ business letters
_____ memos
_____ application and other forms
_____ essays
_____ class notes
_____ other (specify) _____

Check the three sources of listening activities that you would most like to use:

_____ radio
_____ television
_____ telephone
_____ social conversations
_____ lectures
_____ other (specify) _____

Appendix 3
Course Evaluation Questionnaire

Objectives

1. Were the objectives of the course clearly stated?
2. Were the course objectives in keeping with the philosophy of this guideline?
3. Did the course help the students to develop and maintain confidence and a sense of self-worth?
4. Did the course enable each student to acquire the basic skills fundamental to continuing his or her education?

Content

1. Did the units studied help students to understand and be more aware of their new environment?
2. To what extent was the presentation of content adjusted to suit the proficiency levels of the students?
3. What were some of the most productive activities? Least productive?
4. Was the sequencing of topics appropriate?
5. Were students encouraged to share aspects of their culture with one another, to foster understanding?

Teaching Methods

1. To what degree were varying methods of instruction used to match the needs and backgrounds of the various students?
2. Did the classroom environment encourage maximum student participation and interaction?
3. Were opportunities provided for students to experience various language models, e.g., guest speakers, former students, other staff members, actors in films, speakers on audiotapes?
4. Were co-operative learning strategies – individual, pair, and small-group – employed?
5. Were activities carefully selected to provide opportunities for development of all four language skills?
6. Did the activities encourage all students to participate – even those who initially only observed and listened?

Resources

1. Were materials that reflect the students' cultures and languages available?
2. Were the print materials at the appropriate reading and interest levels for the students?
3. Was a variety of non-print material (tapes, maps, pictures, films, filmstrips, games, etc.) available to the students?
4. Were field trips carefully planned to support the content of the program?

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